

THE USAGE OF BAHASA MALAYSIA IN TEACHING  
ENGLISH IN THE NATIONAL PRIMARY SCHOOLS :  
A SURVEY OF THE ENGLISH TEACHERS' BELIEFS  
AND PRACTICES IN KOTA BHARU

ALI KUTTY BIN MOHAMED

A dissertation submitted in partial fulfilment  
of the requirements for the degree of  
Master of Education

Faculty of Education, Arts and Social Science  
Open University Malaysia  
Kuala Lumpur

2011

## ABSTRACT

Knowledge of teachers' beliefs and practices are important for understanding and improving the overall educational processes. The present study seeks to fill the knowledge gap in this area of research. More specifically, this study investigates several Kota Bharu national primary school English teachers' beliefs and practices regarding the usage of Bahasa Malaysia in their teaching and whether there are differences in beliefs and practices according to their race and gender.

Multiple methods were used in the investigation including a survey questionnaire, interviews and classroom observations. The questionnaire, observations and interviews were categorized for common themes and the data were analysed using descriptive analyses, a Pearson Correlation Coefficiency test, a scatter plot diagram and t tests. The analyses showed that 95% of the teachers believed and used Bahasa Malaysia in their teaching. However, there were some inconsistencies between their held beliefs and their practices. The findings revealed that not all the beliefs were translated into practices. The study also revealed that this is partly due to the social- cultural background of the teachers.

The concluding discussion addresses the importance of researching our teachers' beliefs and their practices in the context of their social cultural background. It also addresses the need for evaluating the English teachers' proficiency, aptitude and attitude and retraining these teachers according to their levels of proficiency.

## ABSTRAK

Pengetahuan tentang kepercayaan dan amalan guru dalam bilik darjah adalah sesuatu yang sangat penting dalam memahami dan mempertingkatkan proses pendidikan secara keseluruhan. Kajian ini bertujuan untuk mengisi jurang pengetahuan yang terdapat disebabkan kurangnya penyelidikan dalam bidang tersebut. Lebih khusus lagi, kajian ini mengkaji kepercayaan dan amalan guru- guru Bahasa Inggeris di beberapa sekolah rendah kebangsaan di Kota Bharu terhadap penggunaan Bahasa Malaysia dalam pengajaran mereka dan samada terdapat perbezaan kepercayaan dan amalan guru- guru ini dari segi ras dan jantina.

Pelbagai kaedah telah digunakan dalam kajian ini, termasuk penggunaan soalan tinjauan, temubual, pemerhatian dalam bilik darjah dan perbincangan. Soalan tinjauan, pemerhatian dan temubual telah dikategorikan kepada tema umum dan data dianalisis secara deskriptif dan dengan menggunakan ujian Korelasi Koefisiensi Pearson, scatter plot dan t test. Analisa ini menunjukkan 95% guru-guru Bahasa Inggeris yakin dengan penggunaan Bahasa Malaysia dan mengamalkannya di dalam bilik darjah. Walau bagaimanapun terdapat ketidaksepadanan anantara kepercayaan dan amalan mereka. Ia menunjukkan bukan semua kepercayaan guru-guru ini diterjemahkan kepada amalan. Kajian ini juga menunjukkan bahawa kepercayaan dan amalan guru-guru ini disebabkan oleh latarbelakang faktor sosial- kebudayaan mereka.

Diskusi di bab akhir membincangkan kepentingan mengkaji kepercayaan dan amalan guru- guru kita dari konteks latar belakang sosial- kebudayaan mereka. Kajian ini juga membincangkan keperluan untuk menilai kecekapan guru-guru Bahasa Inggeris di sekolah kita berdasarkan aptitud, sikap dan melatih mereka berlandaskan tahap kecekapan masing-masing.

## TABLE OF CONTENTS

Abstract	i
Abstrak	ii
Acknowledgments	iii
Declaration	iv
Table of Contents	v

### CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE STUDY .....	1
1.2. STATEMENT OF THE PROBLEM .....	6
1.3.OBJECTIVES OF THE STUDY .....	11
1.4. RESEARCH QUESTIONS .....	12
1.5. RESEARCH HYPOTHESES .....	12
1.6. SIGNIFICANCE OF THE STUDY .....	13
1.7 THE LIMITATIONS OF THE STUDY .....	16
1.8 DEFINATION OF TERMS .....	18
1.9. SUMMARY .....	19

### CHAPTER TWO: THE REVIEW OF LITERATURE

2.1PREVIOUS STUDIES .....	20
2.1.1 Teachers' Beliefs and Classroom Practices .....	20
2.1.2 The Usage of the Mother Tongue in Teaching English .....	30

2.2 THEORETICAL FRAMEWORK .....	44
2.3 METHODOLOGICAL ISSUES.....	51
2.4 SUMMARY .....	53

### CHAPTER THREE : METHODOLOGY

3.1 SAMPLE .....	55
3.2 RESEARCH INSTRUMENTS.....	59
3.2.1 Questionnaire.....	59
3.2.2 Interviews.....	63
3.2.3 Classroom Observations.....	63
3.3 DATA COLLECTING PROCEDURES.....	64
3.4 FRAMEWORK OF DATA ANALYSES.....	65
3.5 SUMMARY .....	69

### CHAPTER FOUR : DATA ANALYSES AND RESULTS

4.1 INTRODUCTION .....	70
4.2 TEACHERS' DEMOGRAPHIC INFORMATION .....	71
4.3 RESULTS OF THE ANALYSIS OF THE RESEARCH QUESTIONS.....	72
4.3.1 Analysis of the First Research Question.....	72
4.3.2 Analysis of the Second Research Question.....	74
4.3.3 Analysis of the Third Research Question.....	79
4.3.4 Analysis of the Fourth Research Question.....	79

4.3.5 Analysis of the Fifth Research Question .....	80
4.3.6 Analysis of the Sixth Research Question .....	81
4.4 CLASSROOM OBSERVATIONS AND INTERVIEWS .....	82
4.5 SUMMARY .....	87
CHAPTER FIVE : DISCUSSION AND CONCLUSION	
5.1 INTRODUCTION .....	88
5.2 SUMMARY OF FINDINGS .....	88
5.2.1 The Problems .....	88
5.2.2 Methodology .....	89
5.2.3 Results .....	90
5.3 DISCUSSION .....	92
5.3.1 Interpretation of the Findings .....	92
5.3.2 Implications of Findings .....	98
5.3.3 Recommendations for Further Studies .....	106
5.4 CONCLUSION .....	107
REFERENCES.....	108
APPENDIX A: The Survey Questionnaire	

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND TO THE STUDY

A random observation of many of the English classes in the national primary schools in the Kota Bharu district will reveal the extent to which Bahasa Malaysia (BM), the mother tongue of most of the pupils and teachers is used in the teaching of English. Take a discreet walk outside the English classes and you will observe that lots of words, phrases or sentences in English will most probably be followed by equivalent words, phrases or sentences in BM. With the exception of a few, you will also observe that many of the teachers teaching English are trained teachers. Catch these teachers outside the classroom, talk to them and you will notice that many are average speakers of English. They have chosen to teach English by translating almost every aspect of the language into BM. Ask them, and many will readily vouch that using the mother tongue is the best way to teach English. Many feel that this is the easiest way to make the pupils understand the lesson. The argument has always been centred on the need to make the pupils understand what is being taught. This, incidently, is very true as without understanding pupils would not be able to “make the necessary form-meaning connection for acquisition to occur”, (Krashen, 1982, 1985; VanPatten & Cadierno, 1993). As Gass (1997) points out, second

language (L2) learning simply cannot take place without input of some sort. Weschler (1997) suggested that “unless you can rephrase a statement in your own first language such that the essence of the meaning is maintained, you really don’t understand it. And understanding of meaning is the key to true communication.” Krashen and Terrell however, insist that this input has to be in the target language i.e English. This stand is commonly accepted in the field of second language acquisition research.

Many English teachers also believe that using BM saves a lot of time and effort especially when one is working with half the class at the lower end of English proficiency. This too seems to make sense as the reality of teaching a class of 40-50 students can be a difficult task. Add to the fact that the 40-50 students in the class have different levels of abilities and you would have a difficult situation on hand.

The usage of BM however does not seem to have affected the UPSR English result. Year in, year out, the UPSR English examination results of these schools have shown that using BM has not in any way hampered the pupils’ progress in written English. In the 2009 UPSR assessment, 21.98 % of the pupils in Kelantan scored A for their English paper. Sadly however, the same cannot be said of their oral English which is assessed by their subject teachers through the School-Based Oral Assessment (SBOA). Very few would have failed the test. But it is a fact that most of these pupils cannot speak English. This can be verified through any random interview or chance meeting with pupils of schools from around Kota Bharu. It will be obvious from the onset that only a few are able to speak the language or maintain a decent conversation in English. This is also true of many other parts of Malaysia as shown by various studies such as Pillay (1995) and



Fauziah (2002). The fact is that the oral aspect of language learning has never been given serious attention as the focus has always been on examinations.

It has been reported by examiners that during the assessment, the learners sometimes choose to either keep silent or do code switching using their mother tongue (Asma Ahmad, 2010). The majority of the learners are unable to speak or respond in English. It would seem that the School-Based Oral Assessment (SBOA) does not indicate the pupils true ability in the speaking skill (Asma Ahmad, 2010).

Referring to the SBOA report made by the chief examiner in the Malaysia Examination Syndicate, Mr Rangit Singh, which was based on the assessment conducted on 85,808 candidates in Selangor in 2008, it was found that the number of learners who scored A in Grammar and Vocabulary was 19,019 (22%); 21,565 candidates (25.1%) scored A in Pronunciation and Intonation; 19,211 candidates (22.4%) in Fluency and Rhythmic; there were 38,782 candidates (45.2%) scored A in Ethics and Mannerism. Hence from the data collected, it can be concluded that the pupils in actual fact have not done well in their oral assessment although many have scored A in the written English Paper in UPSR.

Could the usage of BM be one of the many reasons why pupils in Kelantan are weak in their spoken English? The researcher believes that this could be one of the possible answers to the pertinent question.

The preference for BM is a natural inclination. For one, these teachers are a product of their experiences and environment. The school culture and the teachers' community beliefs could have influenced their ideas about teaching. The English teachers before them have used BM to teach them English. The years of observation as students and of

teachers in similar environment would have planted and strengthened the belief that using BM is the best way to teach English. Lortie (1975) felt that educational beliefs are formed through observations of their teachers. They would copy what their teachers did. Teachers teach as they are taught, not as they are told to teach (Lortie: 1975). The chain effect can be dangerous. Zeichner and Tabachnick (1981) supported this by saying that the many hours the teachers spend as pupils in the classroom would affect their beliefs. Pajares (1992) reinforces this by admitting that beliefs about teaching are entrenched in the teachers even before they enter teacher training colleges. Many teachers “naturally gravitate towards the more familiar methods they remember from their own experience as students” (Sparks:1998).

There has not been much research on the source of such beliefs but Kennedy (1997) suspected that it could be a result of the socialization processes in schools. Pajares (1992) termed this as ‘teacher’s community beliefs’. Most of these beliefs are acceptable and consistent with the school culture. Personal beliefs are put aside as these teachers become accustomed to their routine practices. In the context of this study, the usage of BM can be seen as the school culture as it is widely used in and outside the classroom by all the teachers. Many of the English teachers speak amongst themselves in BM. Very few would be using English outside the classroom. In fact it would be considered rude for the teachers to use English when speaking to each other. In the case of schools in Kota Bharu, the fact that almost every other teacher in the school is using BM makes it even more compelling. The general assumption is that this is the best way to teach English. This then is the school culture in Kelantan. In Vygotsky’s view, this “context dependent and social interactions” are an important aspect of language acquisition which develop

from the learners' interactions in his/ her environment (Vygotsky 1978, cited in Kaufman 2004). Ellis (1999) refers to it as interactionist theory. Knowledge of the school culture, the environment, the perceptions and the beliefs of the teachers regarding the mother tongue should enable one to make predictions about their teaching practices in classrooms.

A point to be considered is that beliefs are extremely difficult to change. Pajares (1992) explains that "teachers' beliefs or beliefs about teaching are formed early, are difficult to change, and may not be based on rationality nor on the latest educational research". He goes further to say that "changes in beliefs during adulthood is a relatively rare phenomenon, the most common cause being a conversion from one authority to another or a gestalt shift. Individuals tend to hold on to beliefs based on incorrect or incomplete knowledge even after scientifically correct explanations are presented to them". Thus, ingrained theories and beliefs persist, and become extremely resistant to change (Peggy A. Ertmer , 2001).

Since the usage of BM in our schools has been prevalent for a long time and given the length of time and exposure the teachers have been to the environment entrenched in BM, it would seem to be a very formidable job to persuade the teachers to change their practices. However, it is hoped that seriousness of the situation and the possible consequences of the continued and unsystematic usage of BM would instill and motivate the teachers to take a second look at their practices.

Albert Bandura (1986) however felt that teachers can change their beliefs. In his "Social Foundations of Thought and Action", Bandura posited that the answer lies in self-reflection. He considered "self-reflection the most uniquely human capability, for through

this form of self-referent thought people evaluate and alter their own thinking and behavior”, cited in Pajares, F. (1996). To quote Yeow (2000) , “Given the impact that teachers’ cognition have on their practice and decision making with regards to the use of the L1, it is crucial that teachers are aware of their personal theories so as to be able to make informed decisions about their use of the L1”.

Based on these evidences, we can conclude that beliefs are of extreme importance as they will influence the teachers’ classroom practices and inevitably have direct implications on the pupils’ progress in the language. This study is an attempt at finding out the teachers’ beliefs in regard to the usage of BM in teaching English and to what extent these beliefs are evident in their classroom practices.

## 1.2 STATEMENT OF THE PROBLEM

Teachers’ beliefs play a crucial role in the way they plan and carry out their lessons in the classroom. A lot of research suggest that both the professional development of teachers and their classroom practices are influenced by their educational beliefs (Bryan, 2003; Campbell et al., 2004; Clark & Peterson, 1986; Fang, 1996; Nespor, 1987; Pajares, 1992; Shulman, 1986, Vartuli, 1999; Woolfolk Hoy et al., 2006). It would seem that beliefs and practice go hand in hand and teachers are unlikely to adapt or adopt practices contrary to their beliefs. A strong belief in the mother tongue in teaching English would most likely see an extensive usage of the language in the classroom.

Another point of concern is that teachers in our schools, embattled with a tight laden syllabus, the needs of the examinations and pressures to improve the standard of English, are juggling with much needed time. Generally, in the context of techniques and

approaches, what is considered most important is whether a particular technique or approach can give immediate success. Bahasa Malaysia (BM) seems to have this impact on the teaching of English. It simplifies teaching and gives the teacher the much needed time to complete the syllabus. It is also the preferred device for teachers weak in English. In this sense, a teacher who believes that using BM is the most effective way of teaching English will practice what he/she believes without any reservation. The researcher however believe that though it may give immediate respite to certain problems, it's long term effect, especially on listening and spoken English should be evaluated.

This can be seen from a study conducted by Lim (1994) in Malaysian schools. The study concluded that constant usage of BM by the teachers could affect the fluency and accuracy in spoken English. Lim associated the usage of BM as one of the possible causes for low proficiency in spoken English. The study also mentioned the English teachers' practice of using BM in their teacher talk and when conversing with other English teachers. Thus, teachers' beliefs and the extensive use of BM in the teacher talk could have wide implications on the pupils' spoken English.

Similarly some negative implications of the usage of BM were mentioned by Rozmel Abdul Latiff and Dr. Nadzrah Abu Bakar (2008) in a study of errors committed by students because of differences in grammar and structure between BM and English. Another study by Jalaluddin, Norsimah Mat Awal, Kesumawati Abu Bakar (2008) also supports the conclusion that constant usage of the mother tongue could be detrimental to the acquisition of the second language.

Many experts are against the usage of the mother tongue. Cook (1991), for example was totally against the use of the mother tongue in any form. The writer felt that

the usage “would deprive the pupils of hard needed real examples of language use and might be a deterrent for second language activities”. One of the activities affected would be listening. This is one of the most important skills in communication. According to Rivers and Temperly (1978), it is estimated that 45% of our communication involves listening skill; 30 % speaking skill; 16% reading and 9% writing. Learning to speak a language is largely the task of hearing it being spoken. Thus using BM would deprive the pupils of the hard needed examples of actual spoken English.

Extensive usage of BM in the English classroom can also be associated with the teachers’ lack of proficiency in English. This lack of proficiency could lead to the absence of environment for the learning of English in the classroom. On top of this, unsupportive environment particularly from friends and family plus the teachers constant usage of BM can become a major problem in learning the second language. In fact according to Saville- Troike (1977), the rate of learning of the second language depends in part to the need and opportunity to use the language to communicate. This could be one of the reasons why Malaysian English teachers after the 1970s had problems in mastering the language. The 1970s gradual switch in educational policy from English to BM restricted their exposure to English and gave them less opportunity of using the language. The social environment too saw lesser and lesser usage of English. The unusual resistance to anything English during this era contributed to an upsurge of BM materials in all forms of communication. The period also saw an increased in the intake of Malay teachers with many becoming trained English teachers. The preference of these teachers for BM is obvious. Many of them are still teaching English today. It would not be wrong to assume that many are still using BM in their English classes. This would be true in

many schools in Kota Bharu with predominant Malay population. All these do not auger well for our pupils, as extensive use of BM in the English classroom has been shown to have negative effects on acquisition of the various language skills. The question is, to what extent are our teachers' beliefs and practices of using BM actually contributing to these negative effects?

Another point of concern is that teachers in our schools, embattled with a tight laden syllabus, the needs of the examinations and pressures to improve the standard of English, are juggling with much needed time. Generally, in the context of techniques and approaches, what is considered most important is whether a particular technique or approach can give immediate success. Bahasa Malaysia (BM) seems to have this impact on the teaching of English. It simplifies teaching and gives the teacher the much needed time to complete the syllabus. It is also the preferred device for teachers weak in English. In this sense, a teacher who believes that using BM is the most effective way of teaching English will practice what he/she believes without any reservation. The researcher however believe that though it may give immediate respite to certain problems, it's long term effect, especially on listening and spoken English should be evaluated. The present study however makes no attempt to assess the influence of BM on the pupils' listening or spoken English. The issue is merely brought up to show how teachers' beliefs and practice of using BM could affect the pupils' skills in these areas.

Another point to be considered is the enormous amount of time needed to acquire a language. Experts agree that in the course of language acquisition, the pupils need to be exposed to tremendous real language use in various ways. In a sense, an ideal language environment is what both teachers and students urgently need. Turnbull (2001) for

example, thought that it is crucial for teachers to use the target language as much as possible as pupils spend only short periods of time in class, and when they have little chance of using English outside the classroom. Since the natural social circumstance for learning English do not exist in Kota Bharu (as elsewhere in Kelantan), language input will largely depend on the limited time in the classroom. In fact the situation is similar in many other countries. For example, statistical information from Sri Lanka shows that “80 per cent of our school children learn all their English from the English teacher and the class textbook” (Nihal Cooray: 2003), the Director General of the Ministry of Education, Sri Lanka on a visit to Malaysia. One can imagine the impact this will have if most of the time the teachers are to use BM to teach English!

However, we cannot be too harsh on our teachers as the mother tongue is used in almost every part of the world where English is taught as L2 or a foreign language. Some experts are of opinion that the mother tongue should be used sparsely. Atkinson (1997) for example thought that it would be downright impossible to completely wipe out the usage of the mother tongue and suggested that 95% of the teaching be conducted in English – allowing a 5% allocation for the mother tongue.

The fact is that the problem is not in the usage of the mother tongue, but the lack of knowledge on the part of the teacher as to how, when and to what extent to use it in the English classroom. Ennesto Macaro (2001) in discussing the issue of the mother tongue admitted that it is alright to switch from L2 and L1 occasionally but teachers can come to a point where too much use of L1 can be a deterrent to L2 acquisition. He believes that at this point it is unlikely that the learners will make much progress towards the learning of L2.



As the usage of BM will have wide implications on almost all aspects of the language, the researcher feels that our English teachers' beliefs and practices regarding the issue should be identified and analysed.

### 1.3 OBJECTIVES OF THE STUDY

The main objectives of the study focus on the English teachers' beliefs and their classroom practices. The objectives are:

- a) To examine the national primary school English teachers' beliefs regarding the usage of Bahasa Malaysia in teaching English.
- b) To explore whether these beliefs are evident in their classroom practices.
- c) To find out if there are significant differences between the male and female teachers' beliefs regarding the usage of Bahasa Malaysia in teaching English.
- d) To find out if there are significant differences between the male and female teachers' classroom practices regarding the usage of Bahasa Malaysia in teaching English.
- e) To find out if there are significant differences in the beliefs of the Malay teachers and the other teachers regarding the usage of Bahasa Malaysia in teaching English.
- f) To find out if there are significant differences in the practices of the Malay teachers and the other teachers regarding the usage of Bahasa Malaysia in teaching English.

#### 1.4 RESEARCH QUESTIONS

This study seeks to answer the following research questions:

- a) What are the national primary school English teachers' beliefs regarding the usage of Bahasa Malaysia in teaching English?
- b) To what extent are these beliefs evident in their classroom practices?
- c) Are there significant differences between the male and female teachers' beliefs regarding the usage of Bahasa Malaysia in teaching English?
- d) Are there significant differences between the male and female teachers' practices regarding the usage of Bahasa Malaysia in teaching English?
- e) Are there significant differences in the beliefs of the Malay teachers and the other teachers regarding the usage of Bahasa Malaysia in teaching English?
- f) Are there significant differences in the practices of the Malay teachers and the other teachers regarding the usage of Bahasa Malaysia in teaching English?

#### 1.5 RESEARCH HYPOTHESES

Five null hypotheses have been formulated for the purpose of this study. The first research hypothesis was addressed to examine the degree of correlation coefficient between the two main variables - teachers' beliefs and their practices. A specific direction was anticipated for the relationship between these two variables. The four other null hypotheses were formulated to further determine the relationship between these two variables and the other variables. They are as follows:

- a) There is no significant relationship between the teachers' beliefs and their practices.
- b) There is no significant difference in the teachers' beliefs according to gender.
- c) There is no significant difference in the teachers' practices according to gender.
- d) There is no significant difference in the teachers' beliefs according to race.
- e) There is no significant difference in the teachers' practices according to race.

## 1.6 SIGNIFICANCE OF THE STUDY

The study is an attempt to explore the Kota Bharu national primary school teachers' beliefs and practices regarding the usage of BM in teaching English. It is an undisputable fact that many teachers of English in the national primary schools in Kota Bharu use BM most of the time. It is also possible that similar practices are rampant in other parts of Kelantan and many of the schools throughout Malaysia. While previous researchers in Malaysia have documented the influence of teachers' classroom practices related to the usage or interference of BM (Lim, 1994; Rozmel Abdul Latiff and Dr. Nadzrah Abu Bakar. 2008; Jalaluddin, Norsimah Mat Awal, Kesumawati Abu Bakar 2008), few have examined these practices in relation to their pedagogical beliefs.

Many research have shown that the first language (Bahasa Malaysia, in this case), has a small but important role to play in communicating meaning and content. It's usage should never be overdone. However, as in case of places like Kota Bharu where learners have very little opportunity to use English, it is important that the classroom usage of the language be maximized. Nation (1997), for example, felt that "in classes where learners all share the same first language or national language, teachers need to use a range of options to encourage learners to use the L2 as much as possible". Obviously when the

English teacher uses BM frequently, this would not be possible. This study insists that L2 use in the classroom should be maximized but systematic use of L1 should be allowed. However more studies should be made of the specific uses of BM in the classroom.

Tun Dr. Mahathir (the former Prime Minister of Malaysia) in his keynote address at the English and Asia 2008 First International Conference on Language and Linguistics organized by the International Islamic University of Malaysia said the amount of new knowledge was coming out fast and furious and that Malaysians needed to grasp the knowledge, which is mostly in English. Examples of this can be seen from the frustrating experiences of our students in the higher institutes of learning. The declining standard of English in the schools and the quality of the English teachers have contributed to this. The students are made to pay for the sins of their teachers. Most of them are unable to utilize the thousands of books available to them simply because these are all in English. Advents into internet for information and knowledge in specific disciplines too would be equally disastrous as very little is in BM. Due to this, many of our students in the higher institutions of learning depend totally on the notes given to them by the lecturers. Their knowledge of the subjects is restricted to passing examinations and does not go beyond this. The spill over effects of all these can be seen in their attitude, knowledge and professionalism at their workplace. A small, yet significant part of the blame for this could be attributed to the English teachers' belief and practice of using BM. If the ministry do not attend to the shaping of the teachers' belief system and their practices in general, it is unlikely that we will see much improvement in the overall English standard.

The study of teachers' beliefs and practices can provide significant insight into many aspects of education. Pajares (1992) feels that looking into teachers' beliefs is necessary to change their professional outlook. Many studies indicate that teachers' beliefs reflect their stand and pedagogical practices. However, despite the many studies on problems in the teaching of English in our country, little has been done to examine how English teachers look at the BM issue in their language teaching, and how this influences their teaching practices. Teachers' beliefs and practices should become an important focus of educational inquiry. If we investigate these beliefs, we may be better equipped to understand teachers' decisions and classroom practices. It is hoped that by studying the mechanism we might better understand why many teachers are not teaching "English through English" as advocated by many experts. As noted by Pajares (1992), "Little will have been accomplished if research into educational beliefs fails to provide insights into the relationship between beliefs, teacher practices, teacher knowledge, and student outcomes".

Another important aspect at the heart of the study is the fact that most Kelantanese, though able to write in English, are reluctant and shy to converse in the language. At times this can be a source of great embarrassment to them. Studies have shown that this is partly due to the fact that they seldom get the opportunity to speak English with friends or even with their English teachers. As language is for communication, "learning a language without experiencing the satisfaction of speaking it, puts a distance between the learner and the language and this can be a major barrier to developing general proficiency", (Weissberg 1988, Hammerly 1991). This deficiency would shadow them throughout their lives and be a major factor in determining their

overall status in jobs and in the society in general. Generally speaking, this is true of many other areas in Malaysia as shown by studies on speaking skills (Josephine Lourdunathan, & Sujatha Menon, 2005; Ramesh Nair, Rajasegaran Krisnasamy, & Geraldine De Mello, 2006; Zaidan Ali Jassem, & Jassem Ali Jassem, 1997; Karen Kow Yip Cheng, 1995; Norizan Razali, 1995).

It is also hoped that the study will provide insights into the teachers' beliefs on the usage of BM and the extent to which it is practiced in the classroom. It should also alert the teachers and authorities of the dangers that unmitigated use of BM could have on English acquisition. The education department should be aware of the situation and these teachers be "retrained under competent hands and presented with alternative practice models and demonstrations", Richardson (1994).

## 1.7 THE LIMITATIONS OF THE STUDY

The questionnaire- based survey will be distributed to about 150 English teachers in the various national primary schools from around the Kota Bharu district. The sampling is limited only to English teachers in this district. This limitation is based on accessibility.

A place like Kota Bharu is similar to many other big towns and could have a concentration of teachers of high qualification and experience; wives and children of high government officers. It could also be a place where western manners and styls of living are more predominant as when compared to other village towns. Gardner, (2001) claims that personal background and the social-cultural setup can influence second language acquisition. Due to this, many of the English teachers brought up in Kota Bharu

and other major towns could be proficient in English as compared to teachers of English from village towns. As such, the outcome of the study cannot be generalized to the bigger population of Kelantan and other places in Malaysia.

As in all questionnaire-based surveys, it is possible that the questions are not answered truthfully. The guilt attached to the practice of using BM in teaching English could be a factor that might hold back the teachers from divulging the extent to which they actually use BM. This reluctance might induce resistance on the part of the teachers not to expose ‘the skeleton in the cupboard’ Prodromou (2001).

Time pressure on the part of the teachers too should also be a factor to be taken into account. This is one of the reasons why the questionnaires are kept ‘short and sweet’ and do not go into extensive and elaborate details of the many aspects of the language. It is however, designed based on a few examples of questionnaires-based survey of empirical studies on beliefs and classroom practices.

As with all classroom observations, it is possible that the teachers might feel the need to perform rather than teach as they normally would. This might lead to a lesser use of Bahasa Malaysia during observations. Similarly, one cannot rule out the possibility that during the interviews, some teachers might give answers that they felt were ‘right’, even though it might be contrary to the truth they believe in or practice in the classroom.

As understanding of teachers’ beliefs requires making inferences based on what they say and do, the teachers’ unwillingness to accurately state their beliefs can lead to misjudgment or misinterpretation in analysis.

However to overcome some of these problems, the researcher intends to reassure the teachers about the widespread beliefs in the use of the mother tongue in teaching English throughout the world and the many research that support such approaches.

## 1.8 DEFINATION OF TERMS

The following definition of terms are used regularly in the study :

### a) Teachers' beliefs

The term here refers to teachers' pedagogic beliefs, which are related to convictions about language and the teaching and learning of it.

### b) Teachers' practice

The term here refers to teachers' classroom action.

### c) The mother tongue (MT)

The mother tongue refers to the language a person has learned from birth.

### d) The first language (L1)

The first language (L1) refers to the language a person has learned from birth.

### e) The second language (L2)

The second language (L2) here refers to the English language.

### f) Target language (TL)

Target language (TL) here refers to the English language.

### g) Bahasa Malaysia (BM)

Bahasa Malaysia (BM) refers to the official language of Malaysia.



## 1.9 SUMMARY

In this chapter the researcher has stated the problems to be solved based on the rationale, objectives, significance and limitations of the study. The research questions and the null hypotheses to be proved have been stated and the definitions of all the major terms used in the thesis have been given. Thus, a general picture of the research problem has been outlined. In the next chapter, the literature review will discuss the many studies on teachers' beliefs and their practices in regard to the usage of the mother tongue. This study will review findings of both the positive and negative aspects regarding the usage of the mother tongue. A conceptual framework based on Vygotsky's social cultural learning theory is also included. The chapter closes with a reference to various types of methodology used by researchers in evaluating teacher's beliefs and their practices.

## REFERENCES

- Ahn, J.H. (2000). Problems and Challenges of English Teaching in Korea, (retrieved Feb 19, 200, [www.kotesol.org/pusan/pusankotesol](http://www.kotesol.org/pusan/pusankotesol)) Kotesol 2000 Conference.
- Atkinson, D. (1987). The mother-tongue in the classroom : A neglected resource? (*ELT Journal*, 44/1 : 3-10).
- Atkinson, D. (1993). Teaching monolingual classes (Longman).
- Auerbach, E R (1993) 'Reexamining English Only In The ESL Classroom', *TESOL Quarterly* 27/1, <http://www.ncela.gwu.edu/miscpubs/tesol/tesolquarterly/reexamin.htm>
- Au, K.H. (1990). Changes in teacher's view of interactive comprehension instruction. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. New York: Cambridge University Press.
- Almarza, C. G. (1996). Student foreign language teacher's knowledge growth. In D. Freeman & J.C. Richards (Eds.), *teacher learning in language teaching*. New York: Cambridge University Press.
- Bandura, Albert (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall (Englewood Cliffs, N.J.).
- Barnett, V, & Lewis, T. (1994). *Outliers in statistical data* (3<sup>rd</sup> ed.). New York: Wiley.
- Baynham, M. (1983). Mother tongue materials and second language literacy' (*ELT Journal*, 37/4 : 312-318).
- Belz, Julie A. (2002). Identity, deficiency, and first language use in foreign language education. In Blyth, Carl (ed.), *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, Near-Native, and Non-Native Speaker*. Boston, MA: Heinle & Heinle
- Bialystok, Ellen- Maria Frohlich (1978). Variables of classroom achievement in second language learning. *The Modern Language Journal* 62(7).
- Borko, H., & Putnam, R. T. (1996). Learning to teach. In D. C. Berliner, & R. C. Calfee (Ed.), *Handbook of educational psychology* (pp. 673-708). New York: Macmillan.
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186-188
- Borgs, S. (2003). Teacher cognition in language teaching. A review on what teachers think, know, believe and do. *Language Teaching*, 36, 81-109.

- Britzman, D.P. (2003). *Practice makes practice: A critical study of learning to teach*. Albany, New York: State University of New York Press.
- Brown, S., & McIntyre, D. (1993). *Making sense of teaching*. Buckingham: Open University Press.
- Brudhiprabha, P. (1972). *Error analysis: a psycholinguistic study of Thai English compositions*. Thesis (M.A.)--McGill University.
- Brumfit, C. (1980). *Problems and principles in English teaching*. (Pergamon).
- Bussis, A. M., Chittenden, E. A., & Amarel, M. (1976). *Beyond surface curriculum: An interview study of teachers' understandings*. Boulder, Colo.: Westview Press.
- Byrne, D. (1986). *Teaching Oral English*. Cambridge: Cambridge University Press.
- Clandinin, D. Jean Classroom (1986). *Practice: Teacher images in action*. Falmer Press (London and Philadelphia).
- Clark, C.M., & Peterson, P.L. (1986). Teachers' thought processes. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3<sup>rd</sup> ed.) New York: Macmillan.
- Cochran-Smith, M., & Lytle, S. L. (1990). Teacher research and research on teaching: The issues that divide. *Educational Researcher*, 19 (2), 2-11.
- Collay, M., Dunlap, D., Enloe, W., & Gagnon, G.W. (1998). *Learning circles: Creating conditions for professional development*. Thousand Oaks, CA: Corwin.
- Corder, S.P. (1981). *Error analysis and interlanguage*. Oxford University Press.
- Cook, V (2001). *Second language learning and language teaching*, (2nd edition), Oxford.
- Cook, V (2001). 'Using the first language in the classroom', *Canadian Modern Language Review* <http://privatewww.essex.ac.uk/~vcook/501-6.html>.
- Deller, S & M Rinvulcri (2002). *Using the Mother Tongue* London/Addlestone: ETP/Delta.
- Donato, R., 1994. Collective scaffolding in second language learning. In: Lantolf, J. P., ed. *Vygotskian approaches to second language research*. (London: Ablex Publishing, 33-56).
- Duff. A. (1989). *Translation* (Oxford University Press).
- Ellis. R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

- Ellis, E. M. (2006). Language learning experience as a contributor to ESOL teacher cognition. *TESL-EJ*, 10(1).
- Ernesto Macaro, (2001). The role of L1 in the acquisition of L2. Educational Studies, University of Oxford.
- Ertmer, P. A., Gopalakrishnan, S., & Ross, E. M. (2001) Technology-Using Teachers: Comparing Perceptions of Exemplary Technology Use to Best Practice, *Journal of Research on Computing in Education*, 33(5).
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*. 38 (1).
- Fauziah Hassan, & Nita Fauzee Selamat, (2002). Why aren't students proficient in ESL: The teachers' perspective. *The English Teacher*, XXXI, 107-123
- Ferris, D. (2002). Treatment of error in second language student writing. Ann Arbor: University of Michigan Press.
- Gabrielatos, C (2001). L1 Use in ELT: Not a Skeleton, but a Bone of Contention <http://www.gabrielatos.com/BoneOfContention.htm>.
- Gebhard. J.G. (2006). Teaching English as foreign or second language (2<sup>nd</sup> ed.) Ann Arbor, MI: University of Michigan Press.
- George, H.V. (1972). Common errors in language learning. Rowley, Massachusetts, Newbury House, 1973.
- Glynda Hull and Katherine Schultz. (2003). *School's Out!* The Quarterly, Vol. 25, No. 2
- Gorsuch, G. (2000). EFL Educational policies and educational cultures: Influences on teachers' approval of communicative activities. *TESOL Quarterly*, 34, 675-710.
- Guofang Li (2007). Home environment and second language acquisition: The importance of family capital, *British Journal of Sociology of Education*, Vol. 28, No. 3. May 2007.
- Hammerly, Hector. (1991). Fluency and accuracy : Toward balance in language teaching and learning. Clevedon, UK: Multilingual matters, 1991.
- Haja Mohideen bin Mohamed Ali (1996). Error analysis - contributory factors to students' errors, with special reference to errors in written English. *The English Teacher*, 25. (Online) from <http://www.melta.org.my/ET/1996>.
- Hawks, P (2002). Making Distinctions - A Discussion of the Use of the Mother Tongue In the Foreign Language Classroom, Hwa Kwang Journal of TEFL <http://www.geocities.com/CollegePark/Classroom/1930/>.

- Horwitz, E.K. (1987). Surveying student beliefs about language learning. In A. Wenden & J. Rubin (Eds.). *Learner strategies in language learning*. Cambridge: Prentice-Hall. 119-129.
- Harbord, J., (1992). The use of the mother tongue in the classroom, *ELT Journal* (46) 4: 350-355.
- Jalaluddin, Norsimah Mat Awal, Kesumawati Abu Bakar (2008). The mastery of the English language among lower secondary school students in Malaysia, *European Journal of Social Sciences – Volume 7, Number 2* (2008).
- Josephine Lourdunathan, & Sujatha Menon (2005). Developing skills through interaction strategy training. *The English Teacher*, XXXIV. <http://www.melta.org.my/ET/2005>.
- Joyce Chiou-hui Chou, (2005). Exploring English teachers' beliefs and practical knowledge about communicative language teaching in EFL contexts.
- Kane, R.G. (2002). How we teach the teachers: new ways to theorize practice and practice theory. *Prospects, UNESCO*, Paris, vol. 32.
- Kamhi-Stein, L. (1999). Preparing non-native professionals in TESOL: Implications for teacher education programs. In G. Braine, *Non-native educators in English language teaching* (pp. 145-158). Mahwah: Lawrence Erlbaum Associates.
- Kamhi-Stein, L., and Mahboob, A. (2006). Teachers' language proficiency in English language teaching. Washington D.C.: TESOL Inc., from [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=1426&DID=6144](http://www.tesol.org/s_tesol/sec_document.asp?CID=1426&DID=6144)
- Kramsch, C. (1993). *Context and culture in language teaching* (Oxford University Press).
- Kramsch, C. (1998). *Culture* (Oxford University Press).
- Krashen, S. (1984). *Principles and Practice in Second Language Acquisition*. London: Pengamon Institute of English.
- Krashen, S. (1988). *Second language acquisition and second language learning* (Prentice Hall).
- Lado, R. (1964). *Language teaching: A scientific approach*. McGraw-Hill.
- Lantolf, J.P., and Appel, G., 1994. Theoretical framework: an introduction to Vygotskian approaches to second language research. In: Lantolf J. P., ed. London: Ablex Publishing, 1-32.

Leily Ziglari, (2008). The role of interaction in L2 acquisition: An emergentist perspective ( *European Journal of Scientific Research ISSN 1450-216X Vol.23 No.3* (2008).

Leont'ev (Leontyev) A. N. (1981). Problems of the development of the mind. Moscow: Progress Publishers.

Lightbown, Patsy (1999). How languages are learned. (2nd Edition), Oxford University Press, 1999.

Lim Soh Lan, (1994). Fluency and accuracy in spoken English – Implications for classroom practice in a bilingual context, *The English Teacher Vol XXIII October 1994*).

Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Lortie, D. (1975). A sociological study. Chicago: The University of Chicago Press.

Mamour Choul Turuk (2008). The relevance and implications of Vygotsky's sociocultural theory in second language classroom (ARECLS, 2008, Vol.5, 244-262. 244).

Marlyna Maros, Tan Kim Hua, & Khazriyati Salehuddin (2007). Interference in learning English: Grammatical errors in English essay writing among rural Malay secondary school students in Malaysia from <http://eprints.ukm.my/114/1/Marlyna.pdf>.

Mohd Rasdi Saamah, (2003). Kesediaan guru-guru sekolah rendah melaksanakan perubahan bahasa pengantar mata pelajaran Sains dan Matematik. Kertas Projek Sarjana Pendidikan Fakulti Pendidikan, UKM.

Muhammad Kamarul Kabilan, (2007). English language teachers reflecting on reflections: A Malaysian experience. JSTOR. *TESOL Quarterly* © 2007.

Siti Rohani M. Zain, (2007). Teaching of grammar: Teacher's beliefs, instructional contexts and practices. eprints. usm. my

Nagamine, T. (2007). Exploring teachers' beliefs through collaborative journaling: A qualitative case study of Japanese preservice teachers' transformative development processes in an EFL teacher education program. Unpublished Doctoral Dissertation, Indiana University of Pennsylvania, USA.

Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum studies*, Volume 19, Issue 4, 1987.

Nation, P. (1991). Fluency Improvement in a Second Language. *REL C Journal*, vol. 22: 1, 84-94.

Nugrahenny T. Zacharias, (2003). A survey of tertiary teachers' beliefs about English Language Teaching in Indonesia with regard to the role of English as a global language. Institute for English Language Education, Assumption University of Thailand.

Nurgrahenny T Zacharias (2003): Teachers' beliefs about the use of the students' mother tongue: A survey of Tertiary English Teachers in Indonesia EA Journal volume 22 NO 1

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62 (3), 307-332.

Peggy A. Ertmer (2001). Teacher pedagogical beliefs and classroom technology use: A critical link.

Phillipson, R. (1992). *Linguistic imperialism*. (Oxford University Press).

Pillay, H. D. (1995). *Fragments of a vision: A case study of the implementation of an English language curriculum programme in schools*. Unpublished PhD thesis, University of East Anglia.

Pillay & Thomas (2004). A nation on the move: From chalkface to laptops. Paper presented at MICELT.

Prodromou, L. (2001). From mother tongue to other tongue. July 14, 2006, from <http://www.thrace-net.gr/bridges/bridges5>.

Rao Zhenhui (2000). 'Effective Use of the Mother Tongue in TEFL', Teacher's Edition 3, September 2000

Richards, J.C. and T. S. Rogers, (1986). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. *Handbook of research on teacher education* (2<sup>nd</sup> ed.) New York: Macmillan.

Richards, J.C. & Lockhart, C. (1996): *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.

Rosli Talif, & Malachi Edwin. (1989). Error analysis of Form Four English compositions. *The English Teacher*, XVIII. (Online) <http://www.melta.org.my/ET/1989/main9.html>

Rozmel Abdul Latiff, Dr. Nadzrah Abu Bakar, (2008). Interference of Bahasa Malaysia (L1) in English (L2) Essay Writing Among Rural Malay Secondary School Students in Malaysia.

- Ruben Hermans, Johan van Braak, Hilde Van Keer, (2008). Development of the beliefs about primary education scale: Distinguishing a developmental and transmissive dimension teaching and teacher education 24 (2008) 127–139.
- Sato, K., & Kleinsasser, R.C. (2004). Beliefs, practices and interactions of teachers in a Japanese high school English department. *Teaching and Teacher Education*, 20, 797-816.
- Schweers, C W Jr (1999). 'Using L1 in the L2 classroom', *ELT Forum* 37/2.
- Sheelagh Deller (2003). Using the mother tongue - Making the most of the learner's language. Delta Books.
- Smith, B.D. (1996). Teacher decision in the adult ESL classroom. Teacher learning in language learning. New York: Cambridge University Press.
- Smith, K. E., & Croom, L. (2000). Multidimensional self concepts of children and teacher beliefs about developmentally appropriate practices. *Journal of Educational Research*, 93, 312–321.
- Sofi Ali, (2003). Language teaching in primary schools: Policy and implementation concerns. *IPBA E-JOURNAL* 2003.
- Song Yanan, (2005). Beliefs of tertiary-level teachers of English in the People's Republic of China about medium of instruction.
- Stanley, K, ed (2002) 'Using the first language in second language instruction: If, When, Why and How Much?' *TESL-EJ Forum* column, March 2002 <http://www-writing.berkeley.edu/TESL-EJ/ej20/fl.html>
- Stern, H. (1992). Issues and options in language teaching. Oxford: Oxford University Press.
- Su-Hie Ting, Mahanita Mahadhir, Siew-Lee Chang (2010): Grammatical errors in spoken English of university students in oral communication *Course GEMA Online™ Journal of Language Studies Volume 10(1) 2010*.
- Toshinobu Nagamine, (2007). Reconceptualizing teacher knowledge and belief based on social Constructivism. *Bulletin of the Faculty of Letters, Prefectural University of Kumamoto*; Issues: 2007-02.
- Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes. Cambridge: MA: Harvard University Press.
- Weschler, R (1997). 'Uses of Japanese (L1) in the English Classroom: Introducing the Functional-Translation Method' *The Internet TESL Journal* III/11, November 1997 <http://www.aitech.ac.jp/~iteslj/Articles/Weschler-UsingL1.html>.



Weissberg, R. (1988). Promoting Acquisition in the Conversation Class. *English Teaching Forum*, XXVI: 4, 6-8.

Weissberg, Robert. (2006). Connecting speaking & writing in second language writing instruction. Classmark: Templeman.

Woods, D. (1996). Teacher cognition in language teaching: Beliefs, decision-making, and classroom practice. Cambridge: Cambridge University Press.

Zeichner, K., & Tabachnick, B. R. (1981). Are the effects of university teacher education washed out by school experiences? *Journal of Teacher Education*, 32, 7–11.

## APPENDIX A

**Topic :** The usage of Bahasa Malaysia in Teaching English in the National Primary Schools : A Survey of the English Teachers' Educational Beliefs and Practices in Kota Bharu.

1. The usage of the mother tongue in teaching a second language has always been a controversial issue. However, language teachers throughout the world have been quietly using it for ages. Some compare the mother tongue in the classroom to a skeleton in the cupboard – a source of weakness and embarrassment, a recognition of the teachers' failure to teach properly. Many recent research however seem to contradict this and support it's usage as it facilitates comprehension and is a very practical and time saving way of teaching a second language.
2. The aim of this survey is to find out the English teachers' beliefs and practices regarding the usage of Bahasa Malaysia in teaching English in the national primary schools in Kota Bharu.
3. All the information obtained from this survey is highly confidential and will not be made public.
4. There is no right or wrong answer to the questions. Please answer it with sincerity.
5. Please make sure you have answered all the questions in this simple survey and return the questionnaire.

Thank you for your cooperation.

Researcher:  
Ali Kutty Mohamed  
Ex lecturer of Institut Perguruan Kota Bharu.

Answer the questions by filling in the particulars or ticking the box where appropriate.

**Section A**

1. **Name :** ..... (optional)

2. **School :** ..... ( optional)

3. **Gender :** (a) Male ☐ (b) Female ☐

4. **Age :** (a) 20 – 29 years ☐ (b) 30 – 39 years ☐

(c) 40 – 49 years ☐ (d) 50 – 56 years ☐

5. **Race :** (a) Malay ☐ (b) Chinese ☐

(c) Indian ☐ (d) Others ☐

6. **Teaching Years :** (a) 1 – 3 years ☐ (b) 4 – 6 years ☐

(c) 7 – 10 years ☐ (d) 11 – 14 years ☐

(e) More than 15 years ☐

## Section B

### 1. Academic Qualification

- (a) MCE/ OSC ☐ (b) SPM ☐ (c) Bachelors Degree ☐  
(d) Masters Degree ☐ (e) Phd ☐

### 2. Professional Qualification

- (a) Certificate in Teaching ☐ (b) Diploma in Teaching ☐  
(c) Diploma in TESL ☐ (d) Bed TESL ☐  
(e) Bachelor of Educ/ Sci ☐ (f) MEd / MSc ☐  
(g) Others ☐
-

### The Questionnaire

Answer the questions by filling in the particulars and ticking inside the box where appropriate. You may tick more than one box.

1. I think when teaching English, Bahasa Malaysia

- |  |                          |
|--|--------------------------|
| (a) can be used in the teacher talk                        | <input type="checkbox"/> |
| (b) Is useful for checking pupils' understanding           | <input type="checkbox"/> |
| (c) is useful for giving feedbacks to pupils               | <input type="checkbox"/> |
| (d) is useful for giving instructions                      | <input type="checkbox"/> |
| (e) is useful for explaining meanings of new words         | <input type="checkbox"/> |
| (f) is useful for explaining the contents of reading texts | <input type="checkbox"/> |
| (g) is useful for explaining grammar concepts              | <input type="checkbox"/> |
| (h) should never be used in the class                      | <input type="checkbox"/> |

2. Please provide a brief explanation for your choices above.

---

---

---

---

---

---

### 3. When teaching English I use Bahasa Malaysia

		Regularly	Often	Sometimes	Rarely	Never
(a)	in teacher talk					
(b)	to check pupils understanding					
(c)	to give feedback to individual pupil					
(d)	to give instructions					
(e)	to explain the meanings of new words					
(f)	to explain the content of reading texts					
(g)	to explain grammar concepts					

4. I think, when teaching English, Bahasa Malaysia should

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.